Daily RC & CR Sheet — 14 November 2026

20 Qs · 35 Min
+1 / −0.25

Daily Reading Comprehension & Critical Reasoning
Rotated-genre RC passages and real-argument Critical Reasoning — CLAT-2026 grade. Read each passage and answer from the passage only.
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SECTION — READING COMPREHENSION

READING COMPREHENSION — LAW & SOCIETY · THE CUSTOM THAT LEARNED TO STAND STILL (Q1–Q5)

Custom is usually described as the law a community makes for itself before anyone writes it down. It lives in practice: in how a widow's share is settled after a funeral, how a boundary is walked each spring, how an elder's ruling is remembered and, when circumstances change, quietly forgotten. Its great virtue, its defenders say, is that it bends. A rule that nobody has recorded can be adjusted by the people who live under it without anyone having to admit that it has changed.

The trouble begins when a state decides to respect custom. Respect, for an administration, means recognition, and recognition means a record. In several colonial provinces, officers drawing up land revenue settlements also compiled registers of local custom, usually by putting questions to headmen and senior landholders. The answers were entered, printed and later cited in court as evidence of what the custom was. Something important happened in that passage from mouth to page. A practice that had been a range of possibilities, argued over case by case, became a single answer given by particular men on a particular afternoon.

Those men were not neutral witnesses. Asked whether a daughter could inherit land, a headman whose own sons stood to gain had every reason to remember the narrower rule. Asked whether a custom allowed exceptions, he was being invited to describe a norm, and norms described to an official tend to come out tidier and stricter than norms lived. Once printed, the answer acquired an authority it had never had in the village. A litigant who wished to rely on a more generous practice now had to prove it against the register, and the burden of proof fell on the person seeking change.

None of this means that custom should have been ignored. A court that refused to recognise local practice would simply have imposed the conventions of a distant capital, which is a worse kind of rigidity. The lesson is narrower and less comfortable. Law cannot merely observe a social practice; the act of observing it for legal purposes changes what it is. A recorded custom is no longer the community's own flexible arrangement but a fixed rule that the community must now go to court to escape. Whoever is asked to describe the custom, at the moment it is written down, holds more power than the custom ever gave them.

1. Which of the following best states the central claim of the passage?

- ◯ **A.** Colonial courts erred in recognising local custom, since village headmen were unreliable witnesses to it
- ◯ **B.** Recording a custom for legal use turns a flexible practice into a fixed rule and empowers its describers
- ◯ **C.** Unwritten custom protected the property rights of daughters better than any written law could have done
- ◯ **D.** Customs survived the colonial registers unchanged because villagers went on settling their disputes orally

2. The phrase 'a single answer given by particular men on a particular afternoon' is used chiefly to suggest that the recorded custom

- ◯ **A.** was deliberately falsified by headmen who wished to mislead the settlement officers
- ◯ **B.** was recorded too hastily for the officers to check it against earlier court decisions
- ◯ **C.** reflected the considered consensus of the entire village community at that moment
- ◯ **D.** was a partial, momentary snapshot standing in for a varied and contested practice

3. It can be inferred from the passage that, once a register of custom had been printed,

- ◯ **A.** those content with the recorded rule gained an advantage over those seeking a more generous one
- ◯ **B.** village elders lost all authority to settle any disputes arising between members of the community
- ◯ **C.** courts refused to hear any evidence of a custom that differed from the entry in the register
- ◯ **D.** daughters became legally unable to inherit land in every province in which registers existed

4. Which of the following best describes the function of the final paragraph?

- ◯ **A.** It abandons the earlier criticism and recommends that courts disregard recorded custom altogether
- ◯ **B.** It offers fresh historical evidence that headmen narrowed local customs in their own favour
- ◯ **C.** It rejects an extreme conclusion drawn from the critique and restates the thesis more narrowly
- ◯ **D.** It summarises the view of custom's defenders that was introduced in the opening paragraph

5. A government plans to codify a forest community's usage rules by interviewing its council chiefs. The author's chief concern would most likely be that

- ◯ **A.** the chiefs' account would harden into the rule and make other practices hard to establish later
- ◯ **B.** the government would override the community's practice and impose a national standard of its own
- ◯ **C.** the chiefs would knowingly misreport the rules in return for favours from the visiting officials
- ◯ **D.** a written code would prove unenforceable because courts are unable to interpret oral traditions

READING COMPREHENSION — HISTORY · THE CENTURY THAT DID NOT FALL (Q6–Q10)

For a long time the eighteenth century in India was told as a story of collapse. After Aurangzeb's death in 1707, the narrative ran, the Mughal empire lost its grip, provinces broke away, armies plundered the countryside, and a weakened subcontinent lay open to the East India Company. The century became an interval of disorder between two empires, interesting chiefly as the explanation for why the second one arrived.

The difficulty with this account is that it reads the century from Delhi. Seen from the capital, the period is indeed one of decline: revenues that had once flowed to the imperial treasury stopped arriving, and the emperor's writ shrank to a few districts. Seen from the regions, the picture changes. The governors who became rulers in Bengal, Awadh and Hyderabad did not tear down Mughal institutions. They kept the revenue machinery, the court language and the forms of imperial grant, and they used them to build states that were, in some measures, more closely administered than the provinces had been. Merchants and bankers did not vanish; many found regional courts better customers than the distant imperial one.

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On this reading, what declined was not the economy or the political culture but a particular arrangement of power, in which wealth was drawn from the provinces to a single centre. Its dispersal to regional capitals was a redistribution, not a disappearance. Even the Maratha expansion, which older accounts treated as little more than raiding, looks on this view more like the formation of a rival system of revenue claims, one that borrowed heavily from the Mughal model it was displacing.

The revision carries its own risk. Insisting that the regions prospered can make the Company's success look accidental, when the wars among the new states created exactly the openings it exploited. The better claim is not that the eighteenth century was a golden age but that decline is the wrong word for it. It was a period of decentralisation whose costs and opportunities fell unevenly, and whose outcome was not settled in 1707. The older story treated the Company's victory as the meaning of the century. To understand the century, we must first stop reading it backwards from that victory.

6. Which of the following best states the main point of the passage?

- ◯ **A.** The eighteenth century was a golden age of regional prosperity that historians have long overlooked
- ◯ **B.** The Company succeeded only because Mughal decline left India without any functioning states at all
- ◯ **C.** The eighteenth century is better understood as a redistribution of power than as a simple decline
- ◯ **D.** Mughal institutions were destroyed after 1707 and replaced by entirely new regional systems of rule

7. By saying that the older account 'reads the century from Delhi', the author means that it

- ◯ **A.** judges the whole period by the changing fortunes of the imperial centre alone
- ◯ **B.** relies mainly on documents written in the court language used at the Mughal capital
- ◯ **C.** was composed by historians who themselves lived in or near the city of Delhi
- ◯ **D.** treats the emperor's personal failings as the main cause of the empire's troubles

8. The author would most likely regard the fall in revenue reaching the imperial treasury as

- ◯ **A.** decisive proof that the subcontinent's economy contracted sharply in the years after 1707
- ◯ **B.** evidence that merchants and bankers had withdrawn their capital from the provinces
- ◯ **C.** a myth invented by later colonial historians to justify the Company's conquests
- ◯ **D.** compatible with sustained wealth in provinces that had simply stopped remitting it

9. The author's attitude towards the revisionist view of the eighteenth century is best described as

- ◯ **A.** wholehearted acceptance, extending even to its claim that the century was a golden age
- ◯ **B.** qualified endorsement, accepting its core claim while warning against overcorrection
- ◯ **C.** polite scepticism, preferring on balance the older account of imperial collapse
- ◯ **D.** studied neutrality, setting out both accounts without choosing between the two

10. In the final sentence, the author faults the older story chiefly for

- ◯ **A.** relying on too few sources drawn from the regional courts and their record-keepers
- ◯ **B.** exaggerating the military strength of the Marathas and the other regional powers
- ◯ **C.** ignoring the wars among the new states that opened the way for the Company
- ◯ **D.** interpreting the period through its eventual outcome rather than on its own terms

SECTION — CRITICAL REASONING

CRITICAL REASONING — ETHICS · SORRY WITHOUT THE COST (Q11–Q15)

Several jurisdictions have passed what are called apology laws. Under them, when a doctor tells a patient's family that she is sorry about an outcome, her words cannot later be produced in court as an admission that she was at fault. The reasoning is humane. Doctors, warned by their lawyers, have long avoided saying anything that might be construed as accepting blame, and families describe that silence as one of the most painful parts of an injury. Remove the legal risk, the argument runs, and doctors will speak.

They may. But it is worth asking what exactly they will be saying. An apology is not merely a report of feeling bad. When I apologise for something I did, I accept that the wrong was mine and that I owe something because of it. The apology carries weight precisely because it costs me: it exposes me to blame and binds me to repair. A statement that cannot be held against me under any circumstances is, by design, one that commits me to nothing.

This matters because the families who ask for an apology are rarely asking for an expression of sympathy. Sympathy can be offered by a stranger. What they want is acknowledgement, from the person responsible, that the harm was a wrong and not a misfortune. A law that guarantees the doctor can admit fault without consequence gives the family a sentence while removing the thing that made the sentence worth hearing. It risks training doctors in a form of words that sounds like accountability and is calibrated to avoid it.

The sensible course is to separate what these laws currently blur. Statements of sympathy, such as "I am so sorry this has happened to you", should indeed be protected, because they are not admissions and should never have been treated as such. Statements accepting fault should remain what they have always been: admissions that a court may weigh. A doctor who wishes to apologise in the full sense should be free to do so, and should know that she is doing something that matters. Shielding full apologies from consequence does not encourage apology; it counterfeits it.

11. Which of the following best expresses the main conclusion of the argument?

- ◯ **A.** Apology laws should protect expressions of sympathy but leave admissions of fault usable in court
- ◯ **B.** Apology laws should be repealed, since doctors who are truly sorry must accept full legal liability
- ◯ **C.** Families harmed by medical error want financial compensation more than they want any apology
- ◯ **D.** Doctors fall silent after medical errors chiefly because their lawyers warn them against speaking

12. The argument relies on which of the following assumptions?

- ◯ **A.** Most doctors who apologise after a bad outcome were in fact at fault for that outcome
- ◯ **B.** Families who sue doctors do so mainly to obtain a public admission of the doctor's fault
- ◯ **C.** An apology's value to the injured depends partly on what it costs the person apologising
- ◯ **D.** Courts give a doctor's admission more weight than the expert medical evidence in a case

13. Which of the following, if true, would most seriously weaken the argument?

- ◯ **A.** Doctors in jurisdictions with apology laws apologise more often than doctors in other places
- ◯ **B.** Families given legally protected admissions of fault feel as fully acknowledged as other families

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◯ **C.** Some doctors continue to avoid apologising even after an apology law has come into force
◯ **D.** Courts rarely treated statements of sympathy as admissions even before such laws were passed

14. Which of the following, if true, would most strengthen the argument?
◯ **A.** Lawsuits against doctors have grown more frequent in jurisdictions that have no apology laws
◯ **B.** Many doctors say they would apologise more readily if their words carried legal protection
◯ **C.** Some families welcome a stranger's sympathy as warmly as that of the doctor responsible
◯ **D.** Families say an admission mattered most when they knew it could be used to seek redress

15. The argument is most vulnerable to the criticism that it
◯ **A.** assumes without support that every statement of sympathy made by a doctor is insincere
◯ **B.** relies on the testimony of grieving families whose distress may distort their judgement
◯ **C.** ignores that, without protection, doctors may again decline to admit their fault at all
◯ **D.** treats an admission that a court may weigh as though it settled the question of liability

CRITICAL REASONING — EDUCATION · TEACH TO A BETTER TEST (Q16–Q20)

Few complaints about schooling are as common as the charge that teachers teach to the test. The phrase conjures classrooms in which pupils memorise model answers and drill question types instead of learning to think. The usual remedy is moral: teachers are urged to rise above the examination and teach the subject properly. That remedy has been offered for decades, and it has failed for a simple reason. It asks teachers to act against the very measure by which their pupils, their schools and they themselves are judged.

Consider what happened when one state board revised its secondary science paper. The old paper rewarded recall: about four-fifths of its marks went to definitions, labelled diagrams and textbook derivations reproduced from memory. The new paper reversed the balance, giving most of its marks to questions that described an unfamiliar experiment and asked pupils to predict, explain or criticise its result. Within two years, inspectors visiting classrooms reported that teachers were spending far more time on unseen problems and on asking pupils to justify their reasoning aloud. No exhortation had produced that change. The paper had.

The lesson is not that teaching to the test is harmless. It is that teaching to the test is exactly as good or as bad as the test. Teachers respond to what examinations reward, and they respond intelligently. When the paper rewards memorisation, they become efficient producers of memorisers; when it rewards reasoning, they find ways to teach reasoning. Blaming them for the first outcome is like blaming a river for following the course of its bed. A board that wants thinking in its classrooms has to put thinking on its paper first.

It follows that the energy now spent warning teachers against the examination should be spent on the examination itself. Boards should treat the design of question papers as the most powerful instrument of curriculum reform they possess, invest in setters who can write genuinely unfamiliar problems, and resist the pressure, which arrives every year, to make papers predictable. A test worth teaching to is far cheaper to build than a teaching profession willing to ignore the test it is judged by.

16. Which of the following best expresses the main conclusion of the argument?
◯ **A.** Teaching to the test is harmless, since teachers respond intelligently to what examinations reward
◯ **B.** Teachers should be urged more firmly to rise above the examination and teach their subjects properly
◯ **C.** The revised science paper in one state improved pupils' reasoning within two years of its introduction
◯ **D.** Boards should reform question papers to reward reasoning instead of exhorting teachers to ignore them

17. The claim that 'The paper had' produced the change in classroom practice assumes that
◯ **A.** the inspectors had visited the very same classrooms before the paper was revised
◯ **B.** no other development in those two years better explains the change in teaching
◯ **C.** pupils' marks in the new paper rose steadily over the two years in question
◯ **D.** the new paper's questions were harder to answer than those in the old paper

18. Which of the following, if true, would most seriously weaken the argument?
◯ **A.** Pupils taught for the new paper did no better on independent reasoning tests, having drilled its templates
◯ **B.** Teachers in the state complained that the new paper forced them to prepare fresh lesson materials
◯ **C.** A neighbouring board that kept its recall-based paper saw no change at all in classroom practice
◯ **D.** Setters able to write genuinely unfamiliar problems are scarce and are paid relatively high fees

19. The comparison of teachers with a river following 'the course of its bed' serves mainly to
◯ **A.** suggest that teachers lack the professional skill needed to resist examination pressure
◯ **B.** show that the revised paper changed classroom practice faster than reformers expected
◯ **C.** support the claim that teachers' methods follow the incentives the examination sets
◯ **D.** concede that memorisation is sometimes a necessary stage in learning any science

20. Which of the following, if true, would most strengthen the argument?
◯ **A.** Teachers in the state said they personally preferred teaching recall to teaching reasoning
◯ **B.** Other boards that moved marks to unseen problems saw similar change; exhortation campaigns saw none
◯ **C.** Inspectors in the state had long reported that teachers drilled pupils in model answers
◯ **D.** Question papers in most boards are drafted by committees made up of serving schoolteachers

RAPID FIRE — ONE-LINE RECALL

93 quick questions · not negatively marked

1. According to its defenders, what is custom's great virtue? _____
2. Custom is described as the law a community makes before what happens? _____
3. In custom, how is an elder's ruling treated when circumstances change? _____
4. Which share is said to be settled after a funeral? _____
5. What is walked each spring under custom? _____
6. For an administration, respect for custom means what? _____
7. And recognition, for an administration, means what? _____
8. While drawing up what did colonial officers compile registers of custom? _____
9. Whom did officers question to compile registers of custom? _____
10. What were the printed answers later cited as in court? _____
11. Before recording, custom was a range of what? _____
12. After recording, custom became a single answer given by wl

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13. Were the headmen neutral witnesses, according to the author?
14. Which rule would a headman with sons to gain likely remember?
15. Norms described to an official tend to come out how?
16. After printing, on whom did the burden of proof fall?
17. A litigant relying on a generous practice had to prove it against what?
18. Does the author say custom should have been ignored?
19. Refusing to recognise custom would impose whose conventions?
20. What does the author call imposing a capital's conventions?
21. How does the author describe the lesson of the custom passage?
22. What changes a social practice, per the custom passage?
23. A recorded custom is a fixed rule the community must go where to escape?
24. Who holds more power than custom ever gave them?
25. Genre of the passage on recorded custom?
26. In which year did Aurangzeb die, per the passage?
27. The older story told the eighteenth century as a story of what?
28. Which company lay in wait, in the older story?
29. The older story made the century an interval of disorder between what?
30. From which city does the older account 'read' the century?
31. Seen from the capital, the period is one of what?
32. What stopped arriving at the imperial treasury?
33. To what did the emperor's writ shrink?
34. Name the three regions whose governors became rulers.
35. Did the new regional rulers tear down Mughal institutions?
36. Name one Mughal institution the regional states kept.
37. By some measures, the regional states were more closely what?
38. Whom did merchants and bankers find to be better customers?
39. What declined, on the revisionist reading?
40. Dispersal of wealth to regional capitals was a redistribution, not a what?
41. What did older accounts treat the Maratha expansion as?
42. On the revised view, Maratha expansion looks like a rival system of what?
43. From which model did the Maratha system borrow heavily?
44. What risk does the revision carry?
45. What created the openings the Company exploited?
46. Does the author call the eighteenth century a golden age?
47. Which word does the author reject for the eighteenth century?
48. What word does the author prefer for the period?
49. Costs and opportunities in the century fell how?
50. Was the century's outcome settled in 1707, per the author?
51. The older story treated what as the meaning of the century?
52. What must we stop doing to understand the century?
53. Genre of the passage on the eighteenth century?
54. What do apology laws stop a doctor's words being used as in court?
55. How does the author describe the reasoning behind apology laws?
56. Who warned doctors against saying anything that implies blame?
57. Families describe what as one of the most painful parts of an injury?
58. What two-word reply does the author give to 'doctors will speak'?
59. An apology is not merely a report of what?
60. When I apologise, I accept that the wrong was what?
61. Why does an apology carry weight, per the author?
62. An apology exposes me to blame and binds me to what?
63. A statement that can never be held against me commits me to what?
64. What are families rarely asking for when they ask for an apology?
65. Who, the author says, can offer sympathy?
66. Families want acknowledgement that the harm was a wrong, not a what?
67. A protected admission gives the family what, but removes its worth?
68. Apology laws risk training doctors in what?
69. Which statements does the author say should be protected?
70. Which statements should stay admissions a court may weigh?
71. Shielding full apologies from consequence does what to apology?
72. Domain of the passage on apology laws?
73. Is the author's proposal to repeal apology laws entirely?
74. What common charge against teachers opens the education passage?
75. What is the usual remedy for teaching to the test?
76. For how long has the usual remedy been offered?
77. Why has the moral remedy failed?
78. Which subject paper did one state board revise?
79. What share of the old paper's marks went to recall?
80. Name one recall item the old paper rewarded.
81. New questions described what kind of experiment?
82. Name the three tasks set on the unfamiliar experiment.
83. Within how many years did inspectors report a change?
84. Who reported the change in classroom practice?
85. Teachers spent more time asking pupils to justify what aloud?
86. What had not produced the change in teaching?
87. What, per the author, had produced the change?
88. Teaching to the test is exactly as good or bad as what?
89. How do teachers respond to what examinations reward?
90. When a paper rewards memorisation, teachers produce what?
91. Blaming teachers is likened to blaming a river for what?
92. A board wanting thinking in classrooms must first put thinking where?
93. What should boards treat as their most powerful reform tool?

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